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ABSTRACT

This resource unit is a prototype for others that can be developed as a team effort by vocational and special educators concerned with mainstreaming hearing impaired youth into regular vocational education programs. Although focusing on a specific vocational area (food service), the unit's step-by-step design can be applied to other vocational areas. Section A deals with the step processes undertaken by vocational educators in separating task preparation or performance into its component parts. Characteristics of hearing-impaired students and special considerations in teaching such students are overviewed. Some resources are listed. Two models illustrate the four-step process: (1) write out directions of task or assignment; (2) the breakdown directions into steps and list materials, processes, tools, etc.; (3) categorize and list from step 2; and (4) continuously add new words to Master Classification List. Section B, for special educators, deals with the seven steps in determining lip-reading capability of words: separate words in syllable(s); group words homophenously, group words by obscurity, group words by blends, categorize into five roles (similar sounding, inadequate visual cues, same initial placement, more than one meaning, unfamiliar words), tally words, and rank words. An overview to lipreading is provided as well as classification of words. Section C is a glossary. (YLB)

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KENT STATE UNIVERSITY

College of Education

Project SAVE

So You Have A Hearing Impaired Student in Your Vocational Education Classroom

(A Prototypic Resource Unit)

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NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

This resource unit is offered as a prototype for resource units which can be developed as a team effort by vocational and special educators concerned with mainstreaming hearing impaired youth into regular vocational education programs.

Ms. Thompson has unique qualifications to develop this prototype as she is, herself, hearing impaired and has training and teaching experience in vocational home economics and the education of the hearing impaired.

This unit was developed while Ms. Thompson was employed as a Graduate Research Assistant on Project SAVE which is an effort at Kent State University, funded by the Personnel Preparation Branch of the Office of Special Education U. S. Department of Education (OE G008001399), focused upon the in-service needs of vocational and special educators involved in the career and vocational education of the handicapped.

Jacques H. Robinson
Kent, Ohio
May, 1981

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INTRODUCTION

There lies a big "burden and challenge" on the shoulders of vocational educators and special educators in successful implementation of teaching techniques in educating the handicapped student in the vocational classroom. I would be deceiving my colleagues if I used the words "burden" and "challenge" rather lightly. However, it is a challenge in educating the vocational handicapped learner that need not be a burden with the willingness and cooperation between vocational educators and special educators in working together. For our purpose this prototypic resource unit is confined to the hearing impaired student in the vocational classroom.

By what authority or credentials do I possess for developing this unit? I am neither a vocational educator nor a special educator but rather I am both. I am also hearing impaired with a hearing loss of moderate to severe. You'll never know it if you meet me! Educated in public schools from K - 12 with a B.S. in Clothing & Textiles Technology and Education (1976, Framingham State College, Framingham, Massachusetts) along with summer employment as a Food Service Assistant for United Airlines Flight Kitchen (1972 to 1977, Logan International Airport, Boston, Massachusetts) have been experiences for me in functioning and performing to the standards of the hearing culture. In 1977 I was hired by The Boston School to develop and implement a pre-vocational and practical arts program in the areas of foods and clothing. In September of 1978 I was a member of a 4-man team from The Boston School invited to participate in the II National Working Conference on Career Education for the Hearing Impaired held at NTID and again in September of 1979 to participate in the National Project on Career Education Workshop in Delivery Skills held at NTID to become a facilitator of model workshops in Career Education and Planning Skills. While on leave from The Boston School, I am currently involved as a Graduate Research Assistant in the Special Education Department at Kent State University and am scheduled to receive my M.Ed. in Hearing Impairment in August, 1981.

This resource unit is a compilation of past reflections of my personal experiences and barriers, professional teaching experiences,

research and coursework. Its primary purpose is to focus on a specific vocational area (food service) and show how the vocational educator and special educator can work together. This unit is designed with step by step procedures so that it can be applied to other vocational areas as well. However, please take into consideration that this prototypic resource unit is only a model that may need to be modified for your own personal use. Hopefully it shall be a start in the development and implementation of a working team between the vocational educators and special educators in your school system.

SECTION A - Vocational Educators

SECTION A

Vocational Educators

This section deals with the step processes undertaken by the Vocational Educator in separating the preparation or performance of a task into its component parts: equipment, tools, materials, processes and states. You are the expert in your vocational area and can be the best source for supplying the names of those materials, tools, etc. that are utilized and categorizing them into their respective classifications.

There are 4 steps involved in this section which are summarized as follows:

Step 1 - Writing out the directions of a task or assignment.

Step 2 - Breaking down the directions into its steps and listing the materials, processes, tools, etc.

Step 3 - Categorizing the word list from Step 2.

Step 4 - An ongoing list to be continually supplied with new words. This will be a Master Classification List for use by you and the Special Educator.

An Overview to The Hearing Impaired

So you have a hearing impaired student in your vocational education classroom. Don't panic!! The student is no different from any of the other students except in one capacity--he can't hear as well. However, with a better understanding of where that hearing impaired student is coming from and what special considerations to utilize when teaching, will enable the vocational instructor to successfully implement his goals and objectives of his vocational field to all students.

Definitions

1. Deaf - is one who is born with, or acquires a hearing loss so severe that speech and language cannot be learned through hearing(auditory channels). A deaf person relies heavily on lipreading and manual communication (ASL - American Sign Language, SEE - Sign Exact English, etc.).

2. Hearing Impaired - is one who is born with, or acquires a hearing loss which may range from mild to severe and whose wpeech and language are learned through normal channels. The hearing impaired person utilizes a hearing aid along with lipreading and possibly sign language to supplement his reception.

Characteristics

A hearing impaired student is one that may exhibit certain characteristics because of his handicap. Such characteristics are:

* actions of the student may seem rude or inappropriate
* they may avoid spoken communication by checking things out for themselves rather than asking someone else
* they may make unintentional noises
* interrupt conversations
* speak too loudly or not loudly enough

Special Considerations

There are some special considerations to consider with a hearing impaired student in your classroom or laboratory. Many of these considerations result in being beneficial to all students in comprehending instructions and materials.

DO:

* Remain stationary when talking or giving instructions - This does not mean that you can't move somewhat, but remember that the hearing impaired students relies on vision and must see your face.

* Visual Aids are extremely helpful - Use overhead projectors which increases the amount of time you are facing the class.
Captioned films are available in Vocational related areas and are excellent to use since distortion of the sound track can cause difficulty in understanding even for the normal hearing student.

* Speak clearly and use complete sentences so that the individual words can be interpreted in the context of their meaning.

* Utilize written assignments and announcements - this is beneficial for hearing students as well!

* Allow breaks for physical activity and short intervals of free time to minimize fatigue and frustration.

* Assign a "hearing buddy" to make an outline or carbon copy of notes, to repeat directions, etc. Buddies could be rotated weekly--great for interaction between the hearing and hearing impaired students.

* Involve the hearing student in all activities - it may be necessary to prompt participation by asking him to explain a procedure, etc.

* Do offer guidance in appropriate verbal interactions -
Is he talking too loud?
Is he interrupting? Let him know who's talking.

Special Considerations - cont'd

DON'T: * Talk with hands, objects around the face - he must see your face!

* Don't scream! Loudness causes distortion which will result in the student not being able to understand what you are saying.

* Don't overlook any problems he may be having such as social adjustment, academic performance, etc. Remember that he has a big adjustment too! Any problems may need referral to the special educator or rehabilitative counselor.

* Don't underestimate the student's ability to perform - Give him the opportunity by not stereotyping the student into low-level manual tasks or menial jobs.

Observations

Is the hearing impaired student in your class having counselling services or support services? If so, then some of this problems you may observe in your classroom are in the process of being resolved. However, the resolvment process does not happen overnight and it can be beneficial for you to obtain suggestions from the rehabilitative counselor or special educator in how to help the student overcome his classroom barriers.

If the student is not receiving support services or couselling, there are some observation criteria to be aware:

* the hearing impaired student's interaction with his classmates - does he have a social adjustment?
* his performance in the classroom or laboratory - does he have difficulty in following directions?

It may be necessary to refer the student for counseling or for support services(interpreter, etc.).

RESOURCES

Books

Dahl, P.R., Appleby, J.A., and Lipe, D. Mainstreaming Guidebook for Vocational Educators. Salt Lake City, Utah: Olympus Publishing Co., 1978.

Turnbull, A.P., and Schultz, J.B. Mainstreaming Handicapped Students: A Guide for the Classroom Teacher. Boston: Ally and Bacon, Inc., 1979.

Films

Captioned Films for the Deaf
Special Office for Materials Distribution
Indiana University
Audio-Visual Center
Bloomington, ID 47401

Professional and Consumer Organizations

Alexander Graham Bell Association
for the Deaf, Inc.
3417 Volta Pl.
Washington, D.C. 20007 Tele. (202) 337-5220

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 22014 Tele. (202) 657-2000 or 530-3400

National Association of the Deaf
814 Thayer Ave.
Silver Spring, MD 20910

National Center on Education Media and
Materials for the Handicapped
Ohio State University
220 West Twelfth Ave.
Columbus, OH 43210

STEP 1

Step 1 consists of writing the directions for a given assignment or process. In this model we used the directions for making Molded Chocolate Mousse in a Food Service Vocational Class.

Molded Chocolate Mousse

In a small bowl sprinkle 5 teaspoons unflavored gelatin over ¼ cup cold water and let it soften for 10 minutes. In a bowl beat ½ cup sugar with 2 large egg yolks, lightly beaten, until the mixture is thickened and lemon-colored. In a bowl set over simmering water melt 2 ounces unsweetened chocolate. Remove the bowl from the heat, whisk in the egg yolk mixture, and combine the mixture well. Add 3/4 cup hot water to the gelatin mixture and stir the mixture until the gelatin is dissolved. Beat the mixture into the chocolate mixture and stir in 1 tablespoon kirsch. Transfer the mixture to a metal bowl, set the bowl in a bowl of crushed ice, and stir the mixture until it is cool and thick but do not let it set. In another bowl beat 3 large egg whites with a pinch each of cream of tartar and salt until they hold soft peaks and fold them gently but thoroughly into the chocolate mixture.

Rinse a 3-cup decorative mold with cold water but do not dry it. Pour in the chocolate mixture, rap the mold sharply on a hard surface to expel any bubbles, and chill it, loosely covered, for at least 2 hours. Run a thin knife around the edge of the mold, dip the mold in warm water for a few seconds, and invert a serving plate over it. Invert the mousse onto the plate and serve it with slightly sweetened whipped cream.

Serves 4 to 6

STEP 2

Step 2 involves breaking each step of the directions in Step 1. There are two parts to this step: Each sentence (step) is written with materials, tools, processes, and states underlined the first time it appears. You do not underline words that are repeated (Ex: the word stir may be used several times in the course of the recipe. Underline the first time it is used). The second part is listing those words that are underlined adjacent to its step process.

Molded Chocolate Mousse

1. In a small bowl sprinkle 5 teaspoons unflavored gelatin over ¼ cup cold water and let it soften for 10 minutes.	mixing bowl sprinkle measuring spoons unflavored gelatin measuring cup soften
2. In a bowl, beat ½ cup sugar with 2 large egg yolks, lightly beaten, until the mixture is thick and lemon-colored.	beat granulated sugar egg yolks lightly beaten mixture thick lemon-colored
3. In a bowl (double-boiler) set over simmering water melt 2 ounces unsweetened chocolate.	double-boiler simmering melt unsweetened chocolate
4. Remove the bowl from the heat, whisk in the egg yolk mixture, and combine the mixture well.	remove whisk combine
5. Add 3/4 cup hot water to the gelatin mixture and stir the mixture until the gelatin is dissolved.	add stir dissolved
6. Beat the mixture into the chocolate mixture and stir in 1 tablespoon kirsch.	kirsch
7. Transfer the mixture to a metal bowl, set the bowl in a bowl of crushed ice, and stir the mixture until it is cool and thick but do not let it set.	transfer crushed ice cool set

Step 2 cont'd - Molded Chocolate Mousse

8. In another bowl beat 3 large egg whites with a pinch each of cream of tartar and salt until they hold soft peaks and fold them gently but thoroughly into the chocolate mixture.	egg whites pinch cream of tartar salt soft peaks fold gently thoroughly
9. Rinse a 3-cup decorative mold with cold water but do not dry it.	rinse decorative mold
10. Pour in the chocolate mixture, rap the mold sharply on a hard surface to expel any bubbles, and chill it, loosely covered, for at least 2 hours.	pour rap sharply expel chill loosely covered
11. Run a thin knife around the edge of the mold, dip the mold in warm water for a few seconds, and invert a serving plate over it.	dip invert serving plate
12. Invert the mousse onto the plate and serve with slightly sweetened whipped cream.	serve whipped cream

STEP 3

Step 3 consists of categorizing the words listed in Step 2 under four classifications.

Molded Chocolate Mousse

TOOLS	EQUIPMENT	MATERIALS	FOOD TERMINOLOGY	
			Process	State
measuring spoons	refrigerator	unflavored gelatin	sprinkle	thick
measuring cups	walk-in	granulated sugar	soften	lemon-colored
mixing bowls		egg yolks	beat	simmering
whisk		unsweetened chocolate	melt	mixture
double boiler		kirsch	remove	dissolved
decorative mold		crushed ice	whisk	cool
serving plate		egg whites	combine	set
mixing spoons		cream of tartar	add	pinch
		salt	stir	soft peaks
		whipped cream	transfer	gently
			fold	thoroughly
			rinse	sharply
			pour	loosely covered
			rap	
			expel	
			chill	
			dip	
			invert	
			serve	

STEP I

Step I consists of writing the directions for a given assignment or process. In this model we used the directions for making Chocolate Chip Cookies in a Practical Arts Cooking Class.

Chocolate Chip Cookies

In a bowl sift together 1 cup plus 2 tablespoons all-purpose flour, ½ teaspoon baking soda, ½ teaspoon salt and set aside. Butter cookie sheets. Cream ½ cup butter, preferably unsalted, add 5 tablespoons granulated sugar and 5 tablespoons dark brown sugar, packed. Cream well until fluffy. Beat in 1 egg and ½ teaspoon vanilla extract. Add the flour mixture and stir until well-blended. Stir in one 6-ounce package semi-sweet chocolate bits. Drop by teaspoonfuls (use 2 spoons to make it easier) 1½ - 2 inches apart onto buttered cookie sheets, and bake in a 375* oven for 10-12 minutes, until lightly browned. Cool on a rack and store in airtight tins. Makes 5-6 dozen.

STEP 2

Step 2 involves breaking each step of the directions in Step 1. There are two parts to this step: Each sentence (step) is written with materials, tools, processes, and states underlined the first time it appears. You do not underline words that are repeated (Ex: the word stir may be used several times in the course of the recipe. Underline the first time it is used). The second part is listing those words that are underlined adjacent to its step process.

Chocolate Chip Cookies

1.	In a bowl sift together 1 cup plus 2 tablespoons all-purpose flour, ½ teaspoon baking soda, ½ teaspoon salt and set aside.	bowl sift sifter measuring cup plus measuring spoons all-purpose flour baking soda salt set aside
2.	Butter cookie sheets.	butter cookie sheets
3.	Cream ½ cup butter, preferably unsalted, add 5 tablespoons granulated sugar and 5 tablespoons dark brown sugar, packed.	cream unsalted butter granulated sugar dark brown sugar packed
4.	Cream well until fluffy.	fluffy
5.	Beat in 1 egg and ½ teaspoon vanilla extract.	beat egg vanilla extract
6.	Add the flour mixture and stir until well-blended.	add mixture stir well-blended
7.	Stir in one 6-ounce package semi-sweet chocolate bits.	ounce semi-sweet chocolate bits

Chocolate Chip Cookie - Step 2 cont'd

8. Drop by the teaspoonfuls (use 2 spoons to make it easier) 1½ - 2 inches apart onto buttered cookie sheets, and bake in a 375° oven for 10-12 minutes until lightly browned.	drop apart bake oven minutes lightly browned
8. Cool on a rack and store in airtight tins. Makes 5-6 dozen.	cool cooling rack store airtight tins dozen

STEP 3

Step 3 consists of categorizing the words listed in Step 2 under four classifications.

Chocolate Chip Cookies

TOOLS	EQUIPMENT	MATERIALS	FOOD TERMINOLOGY	
			Process	State
measuring spoons	conventional oven	all-purpose flour	sift	plus
mixing bowls	refrigerator	baking soda	set aside	packed
measuring cups	storage cabinets	salt	butter	fluffy
mixing spoons		butter	cream	well-blended
sifter		granulated sugar	add	apart
cookie sheet		dark brown sugar	beat	lightly brown
apron		egg	stir	airtight
potholders		vanilla extract	drop	dozen
spatulas		semi-sweet chocolate	bake	
teaspoons			cool	
cooling rack			store	
airtight tins				

Step 4 MASTER CLASSIFICATION LIST

MATERIALS

American cheese
apple
apricot
artichoke
asparagus
avocado
bacon
baking powder
baking soda
basil
beans
beef
beets
blueberries
bread
broccoli
brown sugar
butter
butterrilk
butternut squash
cabbage
cantaloupe
capon
carrot
cauliflower
celery
cheddar cheese
cheese
cherry
chicken
chives
chocolate
cinnamon
clam
cocoa
coconut
coffee
condensed milk
confectioner's sugar
corn
corned beef
cornstarch
cottage cheese
crab
crackers
cranberry
cream
cream cheese
cream of tartar
cucumber
dough
doughnut
dressing
duck
egg
eggplant
egg whites
egg yolks
extract
fat
fish
flounder
flour
food color
frankfurters
garlic
gelatin
ginger
grapes
grapefruit
gravy
grease
green pepper
haddock
ham
hamburg
heavy cream
herbs
honey
honeydew melon
hotdog
icecream
jam
jello
jelly
juice
ketchup
kirsch
lamb
lemon
lettuce
lightcream
lime
liver
liverwurst
lobster
macaroni
margarine
maypnnaise
meat
milk
molasses
mozzarella cheese
mustard
nectarine
noodles
nuts
nutmeg
oatmeal
oil
olive
olive oil
onion
orange
oregano
oyster
paprika
parmesan cheese
parsley
peas
peaches
peanuts
peanutbutter
pear
pecan
pepper
pickle
pineapple
plum
popcorn
pork
potato
provolone cheese
prunes
pumpkin
pumpernickel
radish
raisin
raspberry
rice
rind
rye
salmon
salt
sausage
scallops
shrimp
skim milk
sour cream
sole
soy sauce
spaghetti
spice
spinch
squash
strawberry
stuffing
sugar
Swiss cheese
swordfish
tea
thyme
tomato
tunafish
turkey
turnip
unflavored gelatin
watermelon
wheat
Worcestershire sauce
yougart
yeast
zucchini
unsweetened chocolate
vanilla

Step 4 Master Classification List - cont'd

FOOD TERMINOLOGY - State

airtight
apart
bitter
bland
colored
condensed
cool
decorative
delicious
dissolved
double
dozen
fluffy
fried
gently
granulated
homogenized
lemon colored
lightly browned
loose
loosely covered
mixture
packed
peaked
pinch
rare
ripe
semi-sweet
set
sharply
simmering
soft
soft peaks
smoked
thick
thin
thinly sliced
thoroughly
unflavored
unsweetened

FOOD TERMINOLOGY - Process

absorb
aged
arrange
bake
baste
beat
blend
boil
brown
brush
butter
can
coat
chop
chill
combine
color
core
cream
decorate
deepfry
defrost
dice
dilute
disinfect
dissolve
double
drain
dust
extract
fillet
flavor
flour
fold
freeze
fry
frost
garnish
glaze
grate
grease
grill
ground
heat
knead
marinate
mash
measure
melt
mince
mix
moisten
mold
oil
pare
peel
pickle
pound
prepare
pour
preserve
pry
punch
quarter
reduce
refrigerate
reheat
rinse
roast
sanitize
saute.
scald
scoop
scour
scrape
scrub
seal
sear
season
section
separate
shake
shred
sieve
sift
simmer
skim
slice
spice
spoon
spread
sprinkle
stir
store
strain
stuff
thin
thicken
time
toast
toss
trim
wash
whip
whisk

Step 4 Master Classification List - cont'd

FOOD RELATED WORDS		FOOD CLASSIFICATION
bacteria	homogenized	appetizers
baker	institution	beverage
bakery	iron	biscuits
batch	meal	bread
bitter	minerals	brownies
blend	mug	cakes
breakfast	nourishment	casseroles
brunch	nutrition	cereals
butcher	odor	chowders
butchery	ounce	condiments
cafe	package	cookies
calcium	pound	dairy
calorie	quantity	desserts
cashier	rare	dressings
cents	refreshment	gravies
chef	restaurant	jellies
condensed	rind	meats
cost	sanitation	muffins
delicatessen	service	pastries
devour	smoked	pies
diet	snack	poultry
dietician	spoilage	relishes
dine	supper	rolls
diner	texture	salads
dinner	vegetarian	sauces
food service	vitamins	shellfish
garbage	waiter	soups
health	waitress	vegetables

Step 4 Master Classification List - cont'd

TOOLS and COOKING AIDS

apron
baking pans
beaters
blenders
boning knife
bread board
bundt pan
can opener
casserole dish
chafing dish
coffee pot
coffee urn
colander
cookie sheet
cooling rack
corkscrew
cutlery
dishcloth
dishes
dishpan
dishtowel
doilies
doubleboiler
dustpan
food processor
fork
French knife
glassware
gloves
grater
electric griddle
electric fry pan
electric mixer
electric can opner
knives
knives
ladles
linens
menu
mixing bowls
measuring cups
measuring spoons
napkins
omelet pan
paring knife
pastry blender
pastry cloth
pie plate
pitcher
placemat
platter
potholder
punch bowl
punch cups
rolling pin
saucepan
saucepot
saucer
scales
scoops
serrated knife
sheet pan
sieve
silverware
slicer
slotted spoons
spatulas
sponge
spoons
talbecloth
thermometer
three-tined fork
timer
toaster
uniform
whisks

EQUIPMENT

buffets
broilers
convection ovens
conventional ovens
deep fryers
dishwashers
disposals
fans
food processors
freezers
grills
griddles
infrared lamps
microwave ovens
mixers
ranges
refrigerators
revolving ovens
slicers
sinks
steam cookers
stoves
toasters
walk-in freezer
walk-in refrigerator

Step 4 Master Classification List - cont'd

FOOD PRODUCTS

appetizer
beverage
biscuits
broth
brownies
bullion
butt
casserole
cereal
chowder
cookies
crackers
dough
dressing
food color
french fries
french toast
gravy
hash
jam
jellies
lasagna
meats
omelet
pancakes
pastry
poultry
punch
relish
rolls
salads
sauces
shellfish
stews
vegetables
waffles

SECTION B - Special Educators

SECTION B

Special Educators

There is chaos in the classroom! "Help!" screams the vocational educator. You are an expert in your field in understanding handicapped children and their needs. This section deals with the step processes in determining the lipreading ability of words found in Vocational Food Services.

There are 7 steps involved in this section which are summarized as follows:

Step A - Separating words into one syllable, two syllable , etc.

Step B - Grouping words homophenously

Step C - Grouping words by obscurity

Step D - Grouping words by blends

Step E - Categorizing into 5 rules

- Rule #1 - Similar Sounding
- Rule #2 - Inadequate Visual Cues
- Rule #3 - Same Initial Placement
- Rule #4 - More Than One Meaning
- Rule #5 - Unfamiliar Words

Step F - Tallying the words

Step G - Ranking the words

An Overview to Lipreading

In lipreading one relies very heavily on vision as a cue of top priority before auditory cues. Articulation of words is not the problem found with poor lipreading ability but rather it lies with the similarities of words in placement, manner and voicing which hampers the person from distinguishing different words of similar value. Many words may have the same initial formation such as beat and meat--but for the hearing impaired person, he may not be able to distinguish the difference of the words by sound. These words are homophenous--meaning that they all take place in the same initial manner within the mouth.

Ex: pat, bat, mat
time, dime, nine

There also exists another barrier in lipreading ability in which words can have sounds that are obscured, hidden from vision. Ex: key, gate, camping. There is no visible cue as to what sound is being produced.

One syllable words offer less cues and if used in isolation, no cues are offerred to the lipreader. One can assume that in a list of words--the one syllable words are the most difficult to comprehend unless accompanied with other cues in the form of phrases, sentences.

Two syllable words may cause confusion only when the initial syllable of that word cannot be grasped. This occurs in the initial similarity of words such as simmer and dimmer.

Another consideration to take into account is the familiarity of a word. Hearing impaired people do not acquire a vocabulary as easily as hearing people from an auditory angle. Instead, they rely from associations of words and objects or words and actions, etc. It can be possible for one to decide if a particular word is common in a child's environment. If it is an everyday word--then, most likely a hearing impaired child has had exposure to the word; but, if the word is a specialty word or one used only in a given situation, then it is apt to be outside the child's vocabulary.

What difference does this make? It makes a big difference to the lipreader. It is very difficult for a lipreader to comprehend an unfamiliar word visually just as it is difficult for a hearing person to comprehend an unfamiliar word auditorally. We usually ask, "What as that word?" The hearing impaired person is in the same situation but from a visual aspect.

Suggestions on Ranking Word Lists According to Lipreading Ability

STEP A - Separate words into lists of one syllable, two syllable, etc.

STEP B - Group words homophenously (the first letter of the words start in similar placement. (Ex: p, b, m and t, d, n, s, and sh, ch, j and k, c(cake), g(gate)).

STEP C - Group words by obscurity (the first letter of the words start with k, c(cake), g (gate)).

STEP D - Group words by same blends (the first letters are the same such as: bl, br, sl, st, etc.)

STEP E - From the above lists the words should be categorized into the following rules:

Rule #1 - Words with Similar Sounding

This category in grouping words with similar sounds it is essential that you don't overlook words that are not a perfect match for sound. You can hear the deviations if you possess normal hearing--but, the hearing impaired person may not be able to hear the distinctions. Ex: stir, store or glaze, glass

Rule #2 - Inadequate Visual Cues

The above examples (stir, store and glaze, glass) can be classified into this category since they both appear similar when produced. Ex: eat, yeast

Rule #3 - Words with Same Initial Placement

Ex: meat, beat (they both occur at the lips)

broil, boil (they both occur at the lips but the 'r' of broil may be obscured)

Rule #4 - Words with More Than One Meaning

Ex: brown (the color or to cook by sauteing)
cream (a liquid to put in coffee or to mix butter and sugar)

Rule #5 - Unfamiliar Food Terminology or Words

Words can be ranked in this category by utilizing sources of vocabulary norms for deaf children or by determination relative to its complexity or specialty.

STEP F - Tally Word List

The words are listed alphabetically and tallied with the rules that apply to that particular word.

STEP G - Words can now be ranked according to the following scale:

5 - most barriers to lipreading ability

1 - fewer barriers to lipreading ability

*** In using the foregoing rules you may find that with words with more than one syllable that you will not have as many barriers. Categories such as unfamiliar words and terminology as well as more than one meaning will be the most frequent barriers with these words. The important aspect to lipreading is fewer the barriers, easier the lipreading ability.

CLASSIFICATIONS OF ONE SYLLABLE WORDS

1. Words with similar Sounding

boil broil, oil, foil
rice, slice, dice, ice, ripe, spice, whites
bake, cake, baste, ate, shake
beat, beet, meat, heat, eat, yeast, grease
mold, fold, cold
bought, pot, hot
salt, sauce, saute(may not hear ending)
core, pour, store, stir
meal, seal, peel
cork, pork, fork
flour, scour, hour, sour
fish, dish
grape, grate, scrape
pry, fry
rare, pare, pear
ground, round, pound, brown, mound
time, lime, thyme
roast, toast, toss
place, plate
scrub, rub
plan, pan
glaze, glass
chop, shop
tea, pea
cheese, sheet
grill, chill
rinse, mince
mince, mix
sip, dip, whip
melt, milk
peak, eat, beat
pour, pork
serve, stir
mince, pinch, inch
pint, pie
whisks, whites
mound, pound

Classification of One Syylable Words - Cont'd

2. Inadequate Visual Cues

add
egg
ounce
quart
yolk
white
whip
dice, slice, ice, spice, rice
salt, sauce, saute
bake, baste
broil, boil, oil
beat, meat, beet
eat, yeast, grease, heat
grape, grate, scrape
meal, peel
place, plate
toast, toss
frost, roast
milk, melt
mince, mix
sip, dip
shop, chop
sour, hour
sour, scour
sheet, cheese
peak
pinch
pint
stir, store
whites, rice
glaze, glass
spoil, boil
cake
core, cork
cup
fork
four
kirsch
time
whisk, whites
knead
ounce
packed
pan
pare, pear
pea
seal
bought, pot
pound, mound
pour, more
pry, rye
rinse, rice
serve, stir
pork, pour
thyme, time

Classification of One Syllable Words - Cont'd

3. Words with similar Initial Placement

broil, boil, oil
beat, meat, best, peak
eat, yeast, heat
meal, peel
place, plate
glaze, glass
toast, toss
melt, milk
sip, dip
mince, mix
bake, baste
shop, chop
grape, grate
pear, pare
rice, ripe
salt, sauce, saute
scour, sour
sheet, cheese
stir, store
beet, peak
whisk, whites
time, thyme
pack, bake
rinse, rice
spoil, boil
bound, pound, mound
mince, pinch
pie, pint
pork, pour
bought, pot
pour, more
serve, stir
slice, dice

4. Words with More than One Meaning

brown
cake
cool
core
cream
dip
flour
fold
glaze
grease
grill
ground
ice
mold
oil
peak
peel
pound
roast
seal
sip
spice
store
time
toss
whisk

Classification of One Syllable Words - Cont'd

5. Unfamiliar Food Terminology or Words

baste
broil
brown
chill
cork
core
cream
dice
fold
freeze
glaze
grate
grease
grill
ground
kirsch
knead
mince
ounce
packed
pare
peak
peel
pint
pry
rap
rare
ripe
roast
sauce
saute
scour
scrape
seal
serve
set
sheet
soft
spice
spoil
thyme
tins
toss
whisk
whites
yeast
yolk

TALLY OF ONE SYLLABLE WORD LIST

Word	Form	Rules
add	verb	#2
bake	verb	#1, #2, #3
baste	verb	#1, #2, #3, #5
beat	verb	#1, #2, #3
beet	noun	#1, #2, #3
boil	verb	#1, #2, #3
broil	verb	#1, #2, #3, #5
brown	verb	#1, #4, #5
	noun	
cake	verb	#1, #2, #4
	noun	
chill	verb	#1, #5
chop	verb	#1, #2, #3
cool	verb	#2, #4
	adj.	
core	noun	#1, #2, #4, #5
	verb	
cork	noun	#1, #2, #5
cream	verb	#4, #5
	noun	
crushed	verb	#4, #5
	noun	
cup	noun	#2
dice	verb	#1, #2, #5
dip	verb	#1, #2, #3, #4
	noun	
drop	verb	#5
egg	noun	#2
flour	noun	#1, #4
	verb	
fold	verb	#1, #4, #5
	noun	
fork	noun	#1, #2
freeze	verb	#5
frost	verb	#4
	noun	
fry	verb	#1
glaze	verb	#1, #2, #3, #4, #5
	noun	
grape	noun	#1, #2, #3
grate	verb	#1, #2, #3, #5
grease	verb	#1, #2, #4, #5
	noun	
grill	verb	#1, #4, #5
	noun	
ground	verb	#1, #4, #5
	noun	
heat	verb	#1, #2, #3

TALLY OF ONE SYLLABLE WORD LIST - cont'd

Word	Form	Rules
hour	noun	#1, #2
ice	verb	#1, #2, #4
	noun	
kirsch	noun	#2, #5
knead	verb	#2, #5
lime	noun	#1
loose	adj.	#5
meal	noun	#1, #2, #3
meat	noun	#1, #2, #3
melt	verb	#1, #2, #3
milk	noun	#1, #2, #3
mince	verb	#1, #2, #3, #5
mix	verb	#1, #2, #3
mold	verb	#1, #4
	noun	
oil	verb	#1, #2, #3, #4
	noun	
ounce	noun	#2, #5
packed	verb	#2, #3, #5
pan	noun	#2
pare	verb	#1, #2, #3, #5
pea	noun	#1, #2
peak	noun	#1, #2, #3, #4, #5
	adj.	
pear	noun	#1, #2, #3
peel	verb	#1, #2, #3, #4, #5
	noun	
pie	noun	#1, #2, #3
pinch	verb	#1, #2, #3, #4, #5
place	noun	#1, #2, #3, #4
	verb	
plate	noun	#1, #2, #3
plus	prep.	#5
pork	noun	#1, #2, #3
pot	noun	#1, #2, #3
pound	verb	#1, #2, #3, #4
	noun	
pour	verb	#1, #2, #3
pry	verb	#1, #2, #5
quart	noun	#2
rap	verb	#5
rare	adj.	#1, #5
rinse	verb	#1, #2, #3
ripe	adj.	#1, #3, #5
roast	verb	#1, #2, #4, #5
	noun	
salt	noun	#1, #2, #3
sauce	noun	#1, #2, #3, #5
saute	verb	#1, #2, #3, #5
scour	verb	#1, #2, #3, #5

TALLY OF ONE SYLLABLE WORD LIST - cont'd

Word	Form	Rules
scrape	verb	#1, #2, #5
seal	verb	#1, #2, #4, #5
	noun	
serve	verb	#1, #2, #3, #5
set	verb	#5
shake	verb	#1
sheet	noun	#1, #2, #3, #5
sip	verb	#1, #2, #3, #5
slice	verb	#1, #2, #3
soft	adj.	#5
sour	adj.	#1, #2, #3, #5
spice	verb	#1, #2, #4, #5
	noun	
spoil	verb	#1, #2, #3, #5
stir	verb	#1, #2, #3
store	verb	#1, #2, #3, #4
	noun	
tea	noun	#1
thyme	noun	#1, #2, #3, #5
time	noun	#1, #2, #3, #4
	verb	
tins	noun	#2, #5
toast	verb	#1, #2, #3, #4
	noun	
toss	verb	#1, #2, #3, #5
whip	verb	#1, #2
whisk	verb	#1, #2, #3, #4, #5
	noun	
whites	noun	#1, #2, #3, #5
yeast	noun	#1, #2, #3, #5
yolk	noun	#2, #5

CLASSIFICATIONS OF TWO SYLLABLE WORDS

1. Words with Similar Sounding

batter, bitter, butter, beater
cherry, celery
measure, mixture
waiter, water
apart, apron
cover, oven
simmer, dimmer, timer
airtight, aside

2. Inadequate Visual Cues

airtight
bacon
carrot
dairy
minute
onion
odor
simmer
table, apple
dessert
mustard
supper
waiter, water
cherry, celery, sherry
degrees
measure, mixture
sherry, cherry
apron, apart
bitter, butter
cover, oven
tartar
dissolve
dozen
expel
extract
gallon
gently
grater
lettuce
ketchup

3. Words with Same Initial Placement

batter, bitter, butter, beater
simmer, supper, timer
waiter, water
apron, apart
cherry, sherry
measure, mixture, mustard

Classification of Two Syllable Words - cont'd

4. Words with More Than One Meaning

butter
colored
cover
extract
mixing

5. Unfamiliar Food Terminology or Words

airtight
apart
aside
batter
broiler
colored
combine
degrees
dissolve
dozen
expel
extract
fluffy
freezer
gallon
gently
grater
invert
lightly
loosely
mixture
remove
sharply
sifter
simmer
soften
sprinkle
storage
tartar
timer
transfer
waiter

TALLY OF TWO SYLLABLE WORD LIST

Word	Form	Rules
airtight	adj.	#1, #2, #5
apart	adv.	#1, #2, #3, #5
apple	noun	#2
apron	noun	#1, #2
aside	adv.	#1, #2, #5
bacon	noun	#2
batter	noun	#1, #3, #5
beater	noun	#1, #3
bitter	adj.	#1, #2, #3
blender	noun	none
broiler	noun	#5
butter	noun	#1, #2, #3, #3
	verb	carrot
carrot	noun	#2
cherry	noun	#1, #2, #3
ckicken	noun	none
coffee	noun	none
colored	verb	#4, #5
	adj.	
combine	verb	#5
cookie	noun	none
cover	verb	#1, #2, #4
	noun	
crackers	noun	none
dairy	noun	#2
degrees	noun	#2, #5
dessert	noun	#2
dinner	noun	none
dissolve	verb	#2, #5
dozen	noun	#2, #5
expel	verb	#2, #5
extract	verb	#2, #4, #5
	noun	
fluffy	adj.	#5
freezer	noun	#5
gallon	noun	#2, #5
gently	adv.	#2, #5
grater	noun	#2, #5
invert	verb	#5
ketchup	noun	#2
lemon	noun	none
lettuce	noun	#2
lightly	adv.	#5
loosely	adv.	#5
measure	verb	#1, #2, #3
minute	noun	none
mixing	verb	#4
	adj.	
mixture	noun	#1, #2, #3, #5

TALLY OF TWO SYLLABLE WORD LIST - cont'd

Word	Form	Rules
mustard	noun	#1, #2, #3
odor	noun	#2, #5
onion	noun	#2
oven	noun	none
pepper	noun	none
popcorn	noun	none
remove	verb	#5
salad	noun	none
sandwich	noun	none
saucepan	noun	none
saucepot	noun	none
sharply	adv.	#5
sifter	noun	#5
simmer	verb	#1, #2, #3, #5
soda	noun	none
soften	verb	#5
sprinkle	verb	#5
storage	noun	#5
sugar	noun	none
supper	noun	#2, #3
table	noun	#2
tartar	noun	#2, #3
teaspoon	noun	none
timer	noun	#2, #3
transfer	verb	#5
waiter	noun	#1, #2, #3
water	noun	#1, #2, #3

SECTION C - Glossary of Terms

GLOSSARY OF TERMS

ABSORB: (verb) To draw in liquid.
ADD: (verb) To join or bring together.
AGED: (verb) To bring to maturity, ripen.
AMERICAN CHEESE: (noun) A smooth white or yellow hard cheese
APART: (adverb) To place or position separately from another.
APPETITE: (noun) A desire for food or drink.
APPETIZER: (noun) Food or drink before a main course.
APPLE: (noun) An edible, red, round fruit from trees.
APRICOT: (noun) A yellow fruit similar to a peach.
APRON: (noun) A covering to protect clothes when working (cooking).
ARRANGE: (verb) To place food on a platter (dish).
ARTICHOKE: (noun) A green edible vegetable.
ASIDE: (adverb) To place a container with food to one side.
ASPARAGUS: (noun) An edible green vegetable with shoots.
AVOCADO: (noun) A green to black skin-covered fruit with the pulp eaten as a vegetable.
BACON: (noun) A dried or smoked meat from a hog usually cut in stripe.
BACTERIA: (noun) A species that can spoil or ferment food.
BAKE: (verb) To cook with dry heat in an oven.
BAKER: (noun) A person who makes pastries, pies, cookies, etc.
BAKERY: (noun) A place where baked goods are made and sold.
BAKING POWDER: (noun) A powder used as a substitute for yeast to make the dough, batter, rise.
BAKING SODA: (noun) See Baking Powder.
BASIL: (noun) A spice used for seasoning.
BASTE: (verb) To spread liquid on food while it is baking .
BATCH: (noun) A quantity or amount at one time being made or used.
BATTER: (noun) A mixture of flour, eggs, milk or water.
BEANS: (noun) A classification of the edible seeds or pods of plants.
BEAT: (verb) To stir very fast, quickly.
BEATER: (noun) A device(tool) used for beating.
BEEF: (noun) The meat of cows, steers, bulls used for eating.
BEET: (noun) A red round vegetable.
BEVERAGE: (noun) A drink.
BISCUITS: (noun) Small, soft, cakes.
BITTER: (adj.) A disagreeable taste.
BLAND: (adj.) Food that is plain, not spicey.
BLEND: (verb) To mix together two or more food.
BLUEBERRY: (noun) A blue, edible berry.
BOIL: (verb) To heat a liquid until bubbles break the surface.
BONING KNIFE: (noun) A knife with a long tapered blade.
BREAD: (noun) A food made with flour, meal, milk, etc.
(verb) To cover or dress food with bread crumbs.
BREAKFAST: (noun) The first meal of the day.
BROCCOLI: (noun) A green vegetable resembling cauliflower.
BROIL: (verb) To cook on direct heat or close to the heat.
BROILERS: (noun) A device or equipment for broiling.
BROWN: (noun) A food having the color brown.
(verb) To cook food in a frying pan to brown the sides.
BROOM: (noun) A sweeping device for gathering dirt in a pile off the floor.

GLOSSARY OF TERMS

BROWNIE: (noun) A small, chocolate cake often having nuts.
BROWN SUGAR: (noun) Unrefined or partially refined sugar.
BRUSH: (verb) Using a baker's brush to pass liquid over a food (baste).
BULLION: (noun) A cube of flavoring usually beef or chicken.
BUNDT PAN: (noun) A pan with fluted sides for cooking cakes.
BURN: (verb) To discolor from excessive heat.
BUTCHER: (noun) A person who sells meat.
BUTCHERY: (noun) A place(store) to buy meat.
BUTT: (noun) The end cut of an animal used for meat.
BUTTER: (noun) The fatty portion of milk which is a solid used for cooking or spreading on toast, etc.
(verb) To cover a food or pan (cookie sheet) with butter.
BUTTERMILK: (noun) A liquid remaining after the butter has been separated from the milk or cream.
BUTTERNUT: (noun) An edible nut of the walnut family. A type of squash that is used for a vegetable.
CABBAGE: (noun) A cultivated vegetable with a short stem and leaves of pale green that form a head.
CABINETS: (noun) Furniture with shelves and drawers for storing food, equipment.
CAFE: (noun) A small restaurant.
CAKE: (noun) A sweet baked food in a loaf or layer form usually consisting of flour, sugar, eggs and a liquid.
(verb) To cover with a bread crumb mixture, etc.
CALCIUM: (noun) A mineral found in food essential for bones and teeth.
CALORIE: (noun) A measurement used to express energy value of food.
CAN: (noun) A container made of metal which holds foods.
(verb) To put into a can or jar and seal it.
CANDY: (noun) A sweet food made with sugar, flavorings and coloring.
CANOPENER: (noun) A manual or electric device(tool) for opening cans.
CANTALOUPE: (noun) A muskmelon having a pulp of sweet and juicy flavor.
CAPON: (noun) A flesh of the rooster used as meat.
CARROT: (noun) A yellowish-red edible root used as a vegetable.
CASHIER: (noun) A person in charge of money.
CASSEROLE: (noun) A baking dish or a mixture of food cooked in such a dish.
CAULIFLOWER: (noun) A white vegetable with compact flowery heads similar to broccoli.
CELERY: (noun) A plant whose leafstalks are used raw for salads or dipping and cooked as a vegetable.
CENTS: (noun) A monetary unit.
CEREAL: (noun) An edible grain.
CHAFING DISH: (noun) A metal dish with a heating device to keep foods hot.
CHEDDAR CHEESE: (noun) American cheese..
CHEESE: (noun) The solid curd of milk.

GLOSSARY OF TERMS

CHEF: (noun) A cook that is usually the head cook.
CHERRY: (noun) A bright red, small fruit.
CHICKEN: (noun) A young bird(poultry) whose flesh is used for food.
CHILL: (verb) To make food or liquid cool.
CHINA: (noun) Translucent, ceramic ware(dishes).
CHIVES: (noun) Long slender leaves with a flavor like onions. Can be cut and used as an herb(dried chives).
CHOCOLATE: (noun) A beverage or candy.
CHOP: (verb) To cut food into pieces.
CINNAMON: (noun) An aromatic spice.
CLAM: (noun) An edible mollusk with a shell whose meat is eaten.
COAT: (verb) To cover a food with a sauce, bread crumbs, etc.
COCOA: (noun) A powder used for chocolate flavoring.
COCONUT: (noun) A large brown hard-shelled nut with white edible meat and containing a milky liquid.
COFFEE: (noun) A beverage made from roasted coffee beans.
COFFEE POT: (noun) A container for making coffee and keeping coffee hot.
COFFEE URN: (noun) A container larger than a coffee pot used for making a large quantity of coffee.
COLANDER: (noun) A strainer for draining off liquids from food.
COLORED: (verb) To change the color of the food using food dyes.
(adj.) To describe the color of food(lemon-colored).
COMBINE: (verb) To bring together two or more food.
CONDIMENTS: (noun) Something used to give flavor or relish to food. (pickles with sandwiches, lemon with iced tea, etc.)
CONFECTIONER'S SUGAR: (noun) Finely ground powdered sugar.
CONSISTENCY: (noun) The thickness of a food or liquid.
CONVECTION OVEN: (noun) An oven heated by the circulation of hot air and cooks faster than a conventional oven.
CONVENTIONAL OVEN: (noun) An oven that is heated by coils or gas.
COOKY: (noun) A small flat cake made from stiff sweet dough that is dropped, rolled or sliced.
COOKIE SHEET: (noun) A flat, large pan for cooking cookies.
COOL: (verb) To reduce the temperature of a food or liquid.
(adj.) A food or liquid that is not warm.
COOLING RACK: (noun) A grated rack for allowing the air to cool all sides of a pan, food, etc.
CORE: (noun) The central part of a fruit containing the seed.
(verb) To remove the seed(s) or center part of a fruit.
CORK: (noun) A piece of cork or rubber in a bottle neck.
CORKSCREW: (noun) An apparatus(tool) for removing the cork from bottles.
CORNED BEEF: (noun) Meat that has been cured with salt.
CORNSTARCH: (noun) A starch made from corn and used as a thickening agent.
COTTAGE CHEESE: (noun) Soft, white cheese made from the curds of skim milk.

GLOSSARY OF TERMS

COUPON: (noun) An advertisement for a product with a certain amount deducted from the cost.

COVER: (noun) A lid for a pot or pan.
(verb) To cover food in a conatiner with a lid or to place cloth, tinfoil, plastic wrap over the food or container.

CRACKERS: (noun) A thin, crisp biscuit.

CRANBERRY: (noun) A red small fruit.

CREAM: (noun) The fatty form of milk used for whipping or in coffee.
(verb) To work butter and sugar to a smooth creamy mass by pressing down with the back of a spoon.

CREAM CHEESE: (noun) A soft, white cheese made of sweet milk and cream.

CREAM OF TARTAR: (noun) A Powder used as a rising agent like baking powder.

CRUSH: (noun) Small pieces of food or ice.
(verb) To break into small pieces by pressing or mashing.

CUCUMBER: (noun) A green long fleshy fruit used in salads or as pickles.

CUP: (noun) A container in which to drink liquids. A unit of measure of liquids and solids.

CURDLE: (verb) To coagulate liquids (a lumpy consistency).

CUTLERY: (noun) Knives.

DAIRY: (noun) A place where milk, cream are kept and made into butter, cheese, etc. Also the classification of foods in the supermarket or in the basic food groups (butter, milk, cheese, eggs, cream).

DECORATE: (verb) To adorn (ice a cake).

DECORATIVE: (adj.) Pertaining to the decorations on food, plate.

DEEPFRY: (noun) A deep pan for frying foods at a very high heat in oil.
(verb) To cook foods in oil at a high heat.

DEFICIENCY: (noun) Not having the nutrients in a diet(vitamins, minerals, etc.).

DEFROST: (verb) To remove the ice from a freezer surface. To allow foods to go from a frozen state to its natural state.

DEGREES: (noun) The intensity or amount of heat.

DELICATESSEN: (noun) A store selling cold cuts, cheese, food that is already prepared and cooked.

DELICIOUS: (adj.) Highly pleasing taste.

DESSERT: (noun) The final course of a meal that includes cakes, pies, fruits, candy, etc.

DEVOUR: (verb) To swallow or eat food rapidly.

DICE: (verb) To cut into small cubes.

DIET: (noun) Food in relation to its quality. Particular selection of food that a person eats.

DIETICIAN: (noun) One who plans and supervises meals.

DILUTE: (verb) To make a liquid thinner by adding water or another liquid.

GLOSSARY OF TERMS

DINER: (noun) One who dines. A restaurant built like a railroad.
DINNER: (noun) The main meal of the day.
DIP: (verb) To place food into a liquid.
(noun) A mixture used to plunge crackers, vegetables.
DISHCLOTH: (noun) A cloth for washing dishes.
DISHPAN: (noun) A pan in which dishes are washed(usually made of rubber or plastic).
DISHTOWEL: (noun) A cloth for drying dishes.
DISHWASHER: (noun) A machine for washing dishes.
DISINFECT: (verb) To cleanse, destroy germs by high heat or cleansing agents.
DISPOSAL: (noun) A machine or container for throwing out scraps of food not to be eaten.
DISSOLVE: (verb) To disperse or fade from sight(sugar in water).
DOILIES: (noun) A small ornamental napkin(cloth or paper) used under food on a plate.
DOLLAR: (noun) A monetary unit of 100 cents.
DOUBLE: (adj.) Twice as much
(verb) To increase the amount by two.
DOUBLE-BOILER: (noun) A pan fitting on top of another pan in whihh the lower pan contains water for cooking or heating food in the top pan.
DOUGHNUT: (noun) A small sweetened roll or cake the is fried in deep fat.
DOZEN: (noun) A unit of twelve pieces.
DRESSING: (noun) A sauce or stuffing.
DROP: (verb) To place a flour mixture onto a cooking sheet by the teaspoonfuls.
DUCK: (noun) The flesh of a duck eaten as food9meat).
DUSTPAN: (noun) A untensil in which dust, dirt is collected and removed.
EGG: (noun) A food source containing two major parts for cooking(egg whites and egg yolks).
EGGPLANT: (noun) A dark purple egg-shaped fruit used as a vegetable.
EGG WHITES: (noun) The fluid which surrounds the yolk of an egg.
EGG YOLKS: (noun) The yellow inner part of an egg.
EQUIPMENT: (noun) Any instrument being used.
EXPEL: (verb) To force out(air bubbles from a mixture).
EXTRACT: (noun) A solution used for flavoring.
(verb) To remove.
FAN: (noun) A device for causing movement of air and removes cooking odors and heat.
FAT: (noun) A greasy substance of solids or liquids.
FILLET: (noun) A strip or long piece of meat or fish.
(verb) To cut or prepare meat or fish in narrow, thin, long strips.
FISH: (noun) Flesh of fish used for food. The classification of aquatic animals.
FLAVOR: (noun) The taste of food

GLOSSARY OF TERMS

FLAVOR: (verb) To taste by adding spices, herbs, or flavoring.
FLOUNDER: (noun) A flat fish widely caught for food.
FLOUR: (noun) A finely, ground meal of grain.
(verb) To sprinkle with flour.
FLUFFY: (adj.) Something that has a consistency of a light, soft mass.
FOLD: (verb) To mix gently turning one part over another with a spoon.
FOOD PROCESSOR: (noun) A machine that can grate, slice, chop, etc. foods.
FOOD SERVICE: (noun) Dealing with the preparation of food as well as serving the food.
FORK: (noun) An instrument having tines(prongs) and used for handling foods for eating or cooking.
FRANKFURTERS: (noun) A reddish meat made of beef and pork rolled like a sausage.
FREEZE: (verb) To become hardened into ice or a solid mass by extreme cold.
FREEZER: (noun) A machine used for freezing foods by extreme cold.
FRENCH FRIES: (noun) Thin strips of potatoes cooked(fried) in deep fat.
FRENCH KNIFE: (noun)
FRENCH TOAST: (noun) Bread covered with egg and milk and sauteed
FRIED: (adj.) Food that is cooker in fat.
FROST: (verb) To ice(cover) a cake.
ing(noun) The sweet icing that is used on cakes.
FRUIT: (noun) A classification of food whose flesh is edible.
FRY: (verb) To cook in fat, oil usually over direct heat.
GALLON: (noun) A unit of amount(quantity).
GARBAGE: (noun) Animal(meat), vegetables or food to be thrown away(not eaten).
GARLIC: (noun) A strong, scented bulb used in cooking.
GARNISH: (noun) Something that is placed around or on food for a decorative effect.(parsley leaves, cherries on a cake, etc.).
(verb) To decorate food with a garnish.
GELATIN: (noun) A substance which forms a liquid into a jelly-like substance(consistency).
GENTLY: (adv.) Carefully.
GINGER: (noun) A spice used for seasoning foods.
GLASSWARE: (noun) A classification of drinking containers.
GLAZE: (verb) To cover a food with a liquid, sweet substance.
(noun) Something used to cover or coat a food with sugar, etc.
GLOVE: (noun) Covering for the hands to prevent transmittal of germs when handling food.
GRANULATED (adj.) Food having the consistency of grains.
GRAPE: (noun) A fruit which grows on vines.
GRAPEFRUIT: (noun) A large, roundish yellow-skinned fruit of the citrus family.

GLOSSARY OF TERMS

GRATE: (verb) To break into small pieces by rubbing the food on a rough surface(grater).
GRATER: (noun) An apparatus(tool) with a rough surface for grating.
GRAVY: (noun) A mixture of fat and juices that drip from meat being cooked and made into a suace with flour, salt.
GREASE: (noun) The melted fat from meats.
(verb) To cover a utensil of food with fat, oil,(butter, crisco), etc.
GREEN PEPPER: (noun) A green bell-like fruit that can be used raw in salads or cooked as a vegetable.
GRIDDLE: (noun) A flat frying pan or surface with a slight ledge for cooking pancakes, etc.
GRILL: (verb) To broil over a fire.
(noun) A grated surface placed over a fire or direct heat for broiling.
GROCERY: (noun) A store where food is purchased or a classification of food that is being bought.
GROUND: (verb) To reduce to small pieces or particles by grounding.
(noun) Particles or pieces of meat.
HADDOCK: (noun) A food fish from the Northern Atlantic.
HALFGALLON: (noun) A unit of capacity - half the amount of a gallon.
HAM: (noun) The rear end of a hog(pig) used as meat.
HAMBURG: (noun) Ground beef.
HASH: (noun) A dish of chopped meat and potatoes.
HAT: (noun) A covering for the head to keep hairs out of food.
HEALTH: (noun) Free from sickness or disease.
HEAT: (verb) To make hot or warm.
HOMOGENIZED: (verb) To emulsify(bring together).
(adj.) Milk that has been emulsified(fat, cream, mixed together.
HONEYDEW: (noun) A sweet-flavored, white-fleshed melon.
HOTDOG: (noun) Same as frankfurter.
HOUR: (noun) Unit of time made up of sixty minutes.
ICE: (noun) The solid form of water.
(verb) To cover cakes with icing, frosting.
ICECREAM: (noun) Frozen food made of sweetened cream, flavoring.
INFRARED LAMP: (noun) A red lamp used for keeping foods warm.
INSTITUTION: (noun) An organization or establishment that produces and handles products (food service institution).
INVERT: (verb) To turn upside down.
IRON: (noun) A nutrient found in certain foods(usually meat) that is essential for our blood system.
JAM: (noun) A preserve of fruit.
JAR: (noun) A broad-mouthed glass usually in a circular shape.
JELLIES: (noun) A food preparation of fruits that has been boiled down with sugar and made into a spread.
JELLO: (noun) A fruit flavoring liquid that is solidified from boiling water and gelatin.
KETCHUP: (noun) A tomato sauce.

GLOSSARY OF TERMS

KIRSCH: (noun) A flavored brandy.
KNEAD: (verb) To work dough with palms of the hands by pressing and folding.
KNIFE: (noun) A cutting instrument.
LADLE: (noun) A long handled utensil with a cup-shaped bowl for serving liquids, soups, punch, etc.
LASAGNA: (noun) A casserole made with layers of lasagna noodles, meat, tomato sauce, cheese.
LEMON: (noun) A yellow medium-sized acidic fruit.
LEMONADE: (noun) A drink consisting of lemon juice mixed with water and sugar.
LETTUCE: (noun) A salad plant whose leaves are used for eating.
LIGHTCREAM: (noun) Cream in which some of the fat has been removed.
LIGHTLY: (adv.) With very little force.
LIME: (noun) A small green acidic fruit.
LINEN: (noun) A classification of cloth napkins and tablecloth.
LIQUID: (noun) Fluid food that is pourable(water, milk, etc.)
LIVER: (noun) Organs of an animal used for food (chicken liver, beef liver).
LIVERWURST: (noun) A sausage made from liver.
LOBSTER: (noun) A shellfish used for food.
LOOSE: (adj.) Not fitting closely.
LOOSELY: (adv). Not fitting closely or tightly.
LUKEWARM: (adj.) Moderately warm.
LUNCH: (noun) The light meal between breakfast and dinner.
LUNCHEON: (noun) Lunch.
MACARONI: (noun) A pasta that is usually elbow-shaped and made from flour.
MARGARINE: (noun) A butterlike product with less fat than butter.
MARKET: (noun) A place for buying and selling goods (food).
MARINATE: (verb) To soak a food in a liquid for a period of time.
MASH: (verb) To crush with a flat utensil.
MASHED POTATOES: (noun) Cooked potatoes in which the pulp has been crushed.
MAYONNAISE: (noun) A thick, whitish dressing made with egg yolks, vinegar or lemon juice.
MEAL: (noun) One of the regular repasts of the day(breakfast, lunch, supper). An edible grain.
MEASURE: (verb) To serve a specific amount of food(cup, tablespoon, teaspoon, etc.).
MEAT: (noun) The flesh of animals used for food. The edible part of fruits and nuts.
MENU: (noun) A list of the dishes(food) being served in a restaurant or food service.
MICROWAVE: (noun) Cooking foods by means of electro-magnetic waves.
MILK: (noun) A dairy drink from cows.
MINCE: (verb) To cut or chop into very small pieces.
MINERALS: (noun) Nutrients found in food sources;(animals, vegetables,) such as calcium, phosphorous.

GLOSSARY OF TERMS

MINUTE: (noun) Unit of time.
MIX: (verb) To put together more than one food.
MIXING: (verb) Putting together tow or more food.
MIXING BOWL: (noun) Bowls of various sizes(metal, glass) used for mixing batters, etc.
MIXTURE: (noun) A combination of food put together.
MOISTEN: (verb) To become slightly wet.
MOLASSES: (noun) A thick dark-colored syrup of sugar.
MOLD: (verb) To work food into a particular shape.
(noun) A hollow form for giving a particular shape.
MOZZARELLA CHEESE: (noun) A white,sweet cheese used mostly for pizzas, lasagna, etc.
MUFFIN: (noun) A small round bread made with flour, yeast, milk, eggs, sugar.
MUG: (noun) A drinking cup with a handle.
MUSTARD: (noun) A spice(yellowish) or a hot sauce.
NAPKIN: (noun) A cloth or paper rectangle used for wiping food from the lips and hands while eating.
NECTARINE: (noun) A fruit similar to a peach.
NOODLES: (noun) A pasta that is long, broad and flat.
NOURISHMENT: (noun) Nutrients(quality) of the food.
NUT: (noun) A dry fruit of many varieties used for food.
NUTMEG: (noun) A brown spice.
NUTRIENTS: (noun) Parts of food classified as vitamins, minerals.
NUTRITION: (noun) Study of vitamins, minerals, etc. in food and its effect on the body.
OATMEAL: (noun) A cooked breakfast cereal made from the meal (grain) of oats.
ODOR: (noun) The smell.
OIL: (noun) A liquid form of fat(butter) used for frying.
(verb) To cover a pan with oil.
OLIVE: (noun) A small fruit that is either green or blackish with a seed.
OMELET: (noun) Eggs beaten with milk and fried with ham, cheese, onions, etc.
ONION: (noun) An edible bulb shaped vegetable witha strong odor and taste.
ORANGE: (noun) A yellowish-red citrus fruit that is either sweet or bitter.
OREGANO: (noun) A very spicey herb which its leaves are used in cooking.
OUNCE: (noun) A unit of measurement(quantity).
OVEN: (noun) A large container(chamber) used for baking or heating.
OYSTER: (noun) An edible mollusk with a shell in which the meat is eaten.
PACK: (verb) To make into a compact mass.
ed(adj.) A mass that has been packed or formed into a space.
PACKAGE: (noun) A small box or packet of food or such.
PACKET: (noun) Same as package.
PAN: (noun) A metal dish used for cooking and smaller than a pot. A shallow pan for roasting, cooking.

GLOSSARY OF TERMS

PANCAKE: (noun) A flat cake cooked on a griddle.
PAPRIKA: (noun) A red spice not as strong as pepper--used more for garnishing.
PARE: (verb) To cut off the outer layer(skin) of a vegetable or fruit.
PARING KNIFE: (noun) A small knife for removing the skin and rind of vegetables and fruit.
PARMESAN CHEESE: (noun) A hard, dry flavored cheese from skim milk.
PARSLEY: (noun) A garden herb which the green leaves are used to garnish or season foods.
PASTA: (noun) Referring to the flour product such as macaroni, noodles, spaghetti, etc.
PASTRY: (noun) A food paste such as pie crust. A classification of baked goods that are made with pastry.
PASTRY BLENDER: (noun) A utensil used for mixing the flour, water and oil to make a pastry.
PASTRY CLOTH: (noun) An oil treated cloth used with flour rubbed on the surface for working with pastry.
PEA: (noun) A round, highly nutritious seed eaten as a vegetable..
PEACH: (noun) A juicy yellow-red fruit.
PEAK: (noun) Projecting point of a food mass.
(adj.) Food having a peaked consistency(egg whites).
PEANUT: (noun) An edible nut.
PEANUTBUTTER: (noun) A smooth paste made from the ground, roasted peanut.
PEAR: (noun) An edible sweet fruit with a roundish base and neck.
PECAN: (noun) An oval smooth-shelled nut with a sweet edible seed.
PEEL: (verb) To strip(remove) the skin of vegetables, fruits.
(noun) The skin(rind) of vegetables and fruit.
PEPPER: (noun) A strong spice either black or white.
(verb) To flavor food with pepper.
PICKLE: (noun) A pickled cucumber.
(verb) To place food in a pickled solution(vinegar, spices, sugar, etc.).
PIE: (noun) A baked dish consisting of fruit, meat with an under layer of crust as well as a top layer.
PIE PLATE: (noun) A round, shallow dish with sloped sides for making pies.
PINCH: (verb) A small quantity of food the size of a pinch is placed in a mixture.
PINEAPPLE: (noun) An edible juicy fruit of a tropical plant.
PINT: (noun) A unit of measure(quantity).
PLACE: (noun) A space or seat at the table.
(verb) To set something down in a specific area or place.
PLACEMAT: (noun) A covering of cloth, paper, etc. to put under one's plate, spoon, fork and knife at the table to protect the table surface as well as to use as a decorative piece.
PLATE: (noun) A shallow dish of earthenware, porecelain from which food is served or eaten.

GLOSSARY OF TERMS

PLATTER: (noun) A large shallow oval dish for holding or serving meat, etc.
PLUM: (noun) A deep purple, reddish fruit.
PLUS: (prep) To add or in addition to.
POLISH: (verb) To make shiney, glossy by rubbing.
POPCORN: (noun) Any corn kernels that burst when heated.
PORK: (noun) Meat from hogs used as food.
PORTION: (noun) A part of food or the amount of the food.
POT: (noun) An earthenware, metallic or other usually round and deep dish(bowl) used for cooking.
POTATO: (noun) An edible tuber(fleshy oblong growth) of a plant used as a vegetable.
POTHOLDER: (noun) A thick rectangular or square layered cloth used for picking up hot dishes, pans, pots.
POULTRY: (noun) The classification(grouping) of chicken, turkey, geese, fowl, duck(birds) used for meat.
POUND: (noun) A unit of measurement(quantity)
(verb) To crush or pulverize by beating.
POUR: (verb) To send a liquid flowing from a container.
PREHEAT: (verb) To heat an oven or cooking equipment to the temperature stated on the receipt before cooking.
PREPARE: (verb) To make ready.
PRESERVE: (noun) Fruits that have been cooked with sugar to can them.
(verb) The proceses of treating food to keep for long periods of time.
PROVOLONE CHEESE: (noun) A white, mild soft cheese.
PRUNE: (noun) A dried plum.
PRY: (verb) To raise open or remove by force.
PUDDING: (noun) A sweet dish made with flour, milk, eggs, sugar, and flavoring.
PUMPERNICKEL: (noun) A course(rough) slightly sour breazd.
PUMPKIN: (noun) A large yellow-orange fruit used for making pies.
PUMPKIN SEED: (noun) The seed of the pumpkin which is used as food.
PUNCH: (verb) To thrust a quick blow with the fist(punch down the dough).
(noun) A drink consisting of 2 or more fruit juices, liquor, wine, champagne, etc.
PUNCH BOWL: (noun) A large decorative bowl for holding punch and served with a decorative ladle.
QUANTITY: (noun) An amount of food or measure.
QUART: (noun) A unit of measure(quantity).
QUARTER: (noun) A monetery unit($\frac{1}{4}$ of a dollar).
(verb) To cut into 4 pieces.
RADISH: (noun) A red crisp, strong edible root used in salads or eaten raw as a vegetable.
RANGE: (noun) A large stove having more than one oven and cooking tops.
RAP: (verb) To strike(hit) with quick light blows.

GLOSSARY OF TERMS

RARE: (adj.) Meat that is not completely cooked or having a red center.
RASPBERRY: (noun) A small juicy red or black berry(fruit).
REDUCE: (verb) To bring down, lower in size or heat.
REFRESHMENT: (noun) A food or drink not eaten at meal time.
REFRIGERATE: (verb) To cool or keep foods, liquids cool.
REFRIGERATION: (noun) The process of producing low temperatures.
REFRIGERATOR: (noun) A box, room, cabinet in which foods are kept cold through means of ice or mechanization.
REHEAT: (verb) To heat food again.
RELISH: (noun) A sauce made with pickles, olives, sugar, etc.
REMOVE: (verb) To take away(take dishes off the table), take out of something(take the cake out of the pan), to take off(remove the pan from the stove.).
RESTAURANT: (noun) A place to eat.
REVOLVING OVEN: (noun) An oven which racks move in a circular direction so as to give eveb amount of heat to the food.
RICE: (noun) A food from the seeds of a grain.
RIND: (noun) The skin of fruits or vegetables.
RINSE: (verb) To wash in water by pouring water over the food or dishes, utensils, etc.
RIPE: (adj.) Food that is ready for reaping(gathering) or to be eaten.
ROAST: (verb) To bake meat or other foods by dry heat in the oven.
(noun) A round piece of meat, that is cooked and sliced.
ROLLING PIN: (noun) A long wooden pin(round) for rolling out dough.
ROLLS: (noun) A small cake of bread usually rolled or filled with jelly, etc.
RYE: (noun) Bread made with seeds or grain of the rye plant.
SAFETY: (noun) Free from injury or danger.
SALAD: (noun) A cold dish of lettuce or other vegetables, meat, fish, fruit, eggs, etc.
SALMON: (noun) A food fish caught in fresh water.
SALT: (noun) A white powdered grain used for seasoning food and acts as a preservative.
SCALES: (noun) A device for weighing food. The skin of fish or certain fruits(pineapple).
(verb) To remove the skin of the fish.
SCALLOP: (noun) The flesh of a mollusk used for eating.
SCALLOPED: (noun) Rounded edges of a dish or pie crust.
(verb) To bake food in a sauce with crumbs on top.
SCOOP: (noun) A small deep ladle for taking up flour, sugar, icecream.
(verb) To hollow out a fruit, potatoes, etc.
SCOUR: (verb) To clean or polish by hard rubbing.
SCRAPE: (verb) To remove from an outer layer or surface by rubbing over the surface with a rubber spatula or spoon.
SCRUB: (verb) To rub hard to clean.
SEAL: (verb) To close in a container.
(noun) The cover or top of a container that has been closed.

GLOSSARY OF TERMS

SEAR: (verb) To char(brown) the surface of meat to hold in its juices.

SEASON: (verb) To flavor foods with spices, herbs.
(noun) Classification of spices and herbs.

SECONDS: (noun) Unit of time.

SECTION: (verb) To break food into its pieces(section an orange).

SEED: (noun) The middle portion of a fruit or vegetable that is usually hard.

SEMI-SWEET: (adj.) Not completely sweet.

SEPARATE: (verb) To take apart(separate an egg--egg yolk and egg white).

SERRATED KNIFE: (noun) A knife with blades that have sharp teeth.

SERVE: (verb) To hand food to guests. To wait at a table.

SERVICE: (noun) An act of serving or a set of dishes.

SET: (verb) To put in a particular place. To allow food to become firm or solid.

SHAKE: (verb) To mix with quick vigorous movements.

SHARPLY: (adv.) To do something quickly, fast.

SHEET: (noun) A rectangular, metal pan.

SHELLFISH: (noun) An aquatic(water) animal having a shell(lobster, crab, shrimp, etc.)

SHRED: (verb) To break into small pieces.

SHRIMP: (noun) A small, long-tailed water animal with a shellike body.

SIEVE: (noun) An instrument with a mesh-like bottom for separating solids from liquids.
(verb) To strain of place food through a sieve.

SIFT: (verb) To separate the coarse parts of flour.

SIFTER: (noun) A tool used for sifting dry ingredients.

SILVERWARE: (noun) Pertaining to utensils used when eating(forks, knives, spoons, etc.)

SIMMER: (verb) Liquid at a gentle boiling.

SINK: (noun) A basin that is usually built into a countertop for receiving and carrying off water.

SIZE: (noun) The amount or dimension of a food,liquids.

SIP: verb) To drink a little at a time.

SKIM: (verb) To take up or remove the top layer(floating mass) from a liquid with a spoon or ladle.

SKIM MILK: (noun) Milk from which the cream has been removed.

SLICE: (verb) A thin pice cut from meat, vegetable, cheese.

SLICER: (noun) A machine which cuts meats, cheese, etc. in desired thickness.

SLIVER: (noun) A slender peice of food.

SLOTTED SPOON: (noun) A large spoon with holes in its base for draining off liquids as the food is removed from the pan, dish.

SMOKED: (verb) To cure meat or fish by exposure to smoke.

SNACK: (noun) A small drink or food(a light meal).

SODA: (noun) A carbonated drink(coke, pepsi, gingerale, etc.)

GLOSSARY OF TERMS

SOFT: (adj.) Something that is not hard or stiff.
SOFTEN: (verb) To make or become soft.
SOLE: (noun) A food fish.
SOUP: (noun) A liquid food made with meat, fish, vegetables, etc.
SOUR: (adj.) A food having an acid taste(not pleasing) such as vinegar, lemons, etc.
SOUR CREAM: (noun) A thick cream with a sour taste.
SPAGHETTI: (noun) Long slender, cordlike pasta.
SPATULA: (noun) An instrument with a flat, broad blade used for spreading food, frosting or scraping(rubber scraper or spatula).
SPICE: (noun) A pungent, aromatic substance used for seasoning, flavoring(cinnamon, cloves, nutmeg).
(verb) To used a spice and place on food.
SPINACH: (noun) A dark green leafy vegetable used in salads or cooked(boiled).
SPOIL: (verb) To go bad or ruin the process.
SPOILAGE: (noun) Food which has gone bad.
SPONGE: (noun) A porous item used for wiping up liquids.
SPOON: (noun) A utensil with a bowl-like part and handle for taking up or stirring liquids, food.
(verb) To take up food or hollow out a vegetable, fruit with a spoon.
SPREAD: (noun) Any food preparation for spreading on bread, crackers, etc.
(verb) To apply a coating of food(spread), frosting.
SPRINKLE: (verb) To scatter a powder or food particles over food or liquid.
SQUASH: (noun) The fruits of vine-like plants that are cooked as vegetables.
STEAM COOKER: (noun) A large pot in which foods are cooked by steam.
STEW: (noun) A preparation of meat, fish, vegetables or other foods cooked by stewing(boiling).
(verb) To cook food by simmering or slow boiling.
STIR: (verb) To mix with a circular motion.
STORAGE: (noun) A place to keep food, equipment.
STORE: (noun) A place where goods are bought and sold.
(verb) To put food or equipment away.
STOVE: (noun) A part of a range in which the top portion is used for cooking foods in pots and pans.
STRAIN: (verb) To pass through a sieve, colander to rid the food of any liquids.
STRAWBERRY: (noun) A small, red fruit.
STUFF: (verb) To fill a turkey, chicken, meat, or food with a filling.
STUFFING: (noun) The filling that is put in meats, etc. and consists of bread cubes, etc.
SUGAR: (noun) A sweet crystalline substance that can be in the form of powdered, granulated or unrefined(brown sugar).
SUPERMARKET: (noun) A large store where foods are bought and sold,

GLOSSARY OF TERMS

SUPPER: (noun) The last meal of the day.
SWISS CHEESE: (noun) A firm, pale-yellow or whitish cheese containing many holes.
SWORDFISH: (noun) A large food fish which its meat is cut into steaks.
TABLE: (noun) A piece of furniture with a flat top and usually 4 legs in which persons sit to eat.
TABLECLOTH: (noun) A covering of cloth(linen) or paper to protect and decorate a table.
TABLESPOON: (noun) A spoon larger than a teaspoon. A unit of measurement for capacity.
TEA: (noun) Leaves of a plant that is used to make a beverage.
TEASPOON: (noun) The small spoon used for stirring coffee, tea. A unit of measurement used for capacity.
THERMOMETER: (noun) An instrument for measuring the temperature (heat) or a liquid, food, etc.
THICKEN: (verb) To make a liquid thicker.
THIN: (adj.) A food that is not thick(narrow slice)
(verb) To make a liquid thinner by adding more liquid.
THOROUGHLY: (adv.) To do something completely.
THREETINED FORK: (noun) A large fork with 3 tines(prongs) for lifting meats.
THYME: (noun) Aromatic leaves used for seasoning. An herb.
TIME: (noun) The relation of duration.
(verb) To watch how long something takes to finish.
TIMER: (noun) A device for setting a certain amount of time which will buzz when the time is completed.
TINS: (noun) A metal box or conatiner.
TOAST: (noun) Bread(slices) that have been browned.
(verb) To brown bread, marshmallows, upon direct exposure to heat.
TOASTER: (noun) An instrument(equipment) used for toasting(browning).
TOMATO: (noun) A red round fruit used in salads and for making spaghetti sauces.
TOSS: (verb) To pitch up and down with two forks or spoons.
TRANSFER: (verb) To move the food from one container to another.
TRIM: (verb) To remove the fat from meat.
TUNAFISH: (noun) A food fish.
TURKEY: (noun) A large bird(poultry) whose flesh is used for meat.
TURNIPS: (noun) An edible root used as a vegetable.
TOW-TINED FORK: (noun) A large fork with two tines(prongs) used for lifting meats.
UNFLAVORED: (adj.) Food having no flavor.
UNIFORM: (noun) A dress or clothes(special clothes) used for a specific job.
UNSWEETENED: (adj.) Food that is not sweet.
VANILLA: (noun) A flavoring or extract used in foods.
VEGETABLE: (noun) A classification of foods used a an entree(along with) in a meal.
VITAMINS: (noun) Essential substances found in foods for maintaining our bodies and giving energy.
WAFFLES: (noun) A batter cake made with a grid of deep indentations.

GLOSSARY OF TERMS

WAITER: (noun) A man who serves at tables.
WAITRESS: (noun) A woman who serves at tables.
WASH: (verb) To apply water for the purpose of cleaning or rinsing foods, dishes, etc.
WATERMELON: (noun) A large round or oval fruit with a hard green rind and a red juicy pulp.
WHEAT: (noun) A grain of widely used cereal grass.
WHIP: (verb) To beat(mix) with fast repeated strokes.
WHISK: (noun) An instrument used in performing the rapid, swift strokes.
(verb) To use rapid, swift strokes in mixing a food(liquid).
WHITES: (noun) The fluid which surrounds the yolk of an egg.
WOK: (noun) A large Japanese pan with sloping sides and a heat source provided directly under the base.
WORCESTERSHIRE SAUCE: (noun) A sauce made with soy, vinegar, spices.
YOUGART OR YOGURT: (noun) A prepared custardlike(pudding) food sweetend or flavored with and from curdled milk.
ZUCCHINI: (noun) A dark green long vegetable squash.